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ABSTRACT

A 1993-94 update on special education program activities and funding in Idaho is presented. After an overview of accomplishments in special education as a whole during 1993-94, activities supporting gifted and talented programs are identified, including a state guide for gifted education, regional planning meetings, curriculum workshops, and on-site technical assistance. Examples of developments in programs and services involving gifted/talented education at the school district level are cited, and an overview of special education instructional programs and services for children with disabilities is provided. Recent provisions that affect state special education funding are noted, and some data on federal funds for Idaho special education are included. Service for children with serious emotional disturbances (SED) is identified as an area of unmet need. Five recommendations to address identification and education of children with SED are offered for the Idaho legislature. Among them are maximizing of Medicaid dollars to provide local in-home and school-based mental health services, family consultation, day treatment, and case management; and establishment of mental health service options in all Idaho communities. Statistical tables report on state funds received and state and local funds expended by each school district for the 1993-94 school year. Data are also provided on Title VI-B flow-through federal funds for preschool and school-age special education, as well as school district data on total enrollment and the total number and percentage of students with exceptionalities served. (SW)

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SERVING EXCEPTIONAL CHILDREN

A Report to the Idaho Legislature

ANNE C. FOX, Ph.D.
State Superintendent of Public Instruction

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January 1995

Idaho State Department of Education

SPECIAL EDUCATION SECTION

Live - Learn - Work - Play

EC 304210

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The State Department of Education's Special Education Section prepared this report pursuant to *Idaho Code*, Section 33-1007. The Special Education Section's mission is to support high-quality, individually focused services for students with disabilities and for gifted and talented students.

SPECIAL EDUCATION SECTION ACCOMPLISHMENTS

The Special Education Section provides an administrative structure to coordinate services and resources among school districts and agencies; establishes a forum for statewide leadership and proactive planning toward more effective, efficient, and equitable practices; and provides technical support and consultation to teachers and administrators to improve skills and methodology. Administering special education services is the process of coordinating diverse agencies and federal and state laws designed to support children with special needs within the public schools.

Over the past year, in addition to our monitoring role, staff have concentrated on developing progressive curriculums for gifted and talented students; analyzing data and coordinating interagency discussion of the impact of students with behavioral and emotional disturbances on the education community and on the juvenile justice system; promoting mediation as a positive and cost-effective approach to dispute resolution; improving school-to-work transition opportunities for students with disabilities; and assessing the training needs and creating opportunities for field personnel to improve their professional skills. We have also made considerable progress toward expanding communication networks to efficiently link school districts, institutions of higher education, and the Idaho Association of School Administrators. Enhanced communication options include:

- expansion of the on-line "SpecialNet" information network, now a part of the Internet;
- developing interagency agreements to promote working relationships among service agencies including the Department of Health and Welfare, the Department of Vocational Rehabilitation, and the Juvenile Justice Commission;
- providing regional and local training opportunities for educators addressing discipline in the classroom, curriculum adaptation, and IEP development;
- creation of an "Exemplary Programs" forum to publicly recognize and model successful, high quality programs in communities throughout the state.

Including services for gifted and talented education, the Special Education Section operates on approximately $300,000 of state funding. Additional funds are provided through three federal grants with required formulas for allocating funds to districts. The Special Education Section has the responsibility to verify that federal money is being used to provide services for eligible children. Districts and state agencies are moving toward addressing special education services through a collaborative provider network which will maximize available funding and resources, reduce duplication of services, and at the same time provide a comprehensive range of support options to the state's fast-growing population of students with special needs.

GIFTED AND TALENTED PROGRAMS

In 1993-94 the Department received $200,000 of general funds to coordinate and guide development of gifted education services statewide. A consultant was hired to educate professionals as to the scope of the legislative mandate, and assist districts to develop creative programs for students who are gifted/talented. Statistics on the accompanying chart indicate only a slight rise in the number of students being served; however, it is expected that the 1994-95 summary will indicate many more students between the ages of 5 and 18 receiving services. The full impact of the legislation will become apparent in 1994-95.

Activities

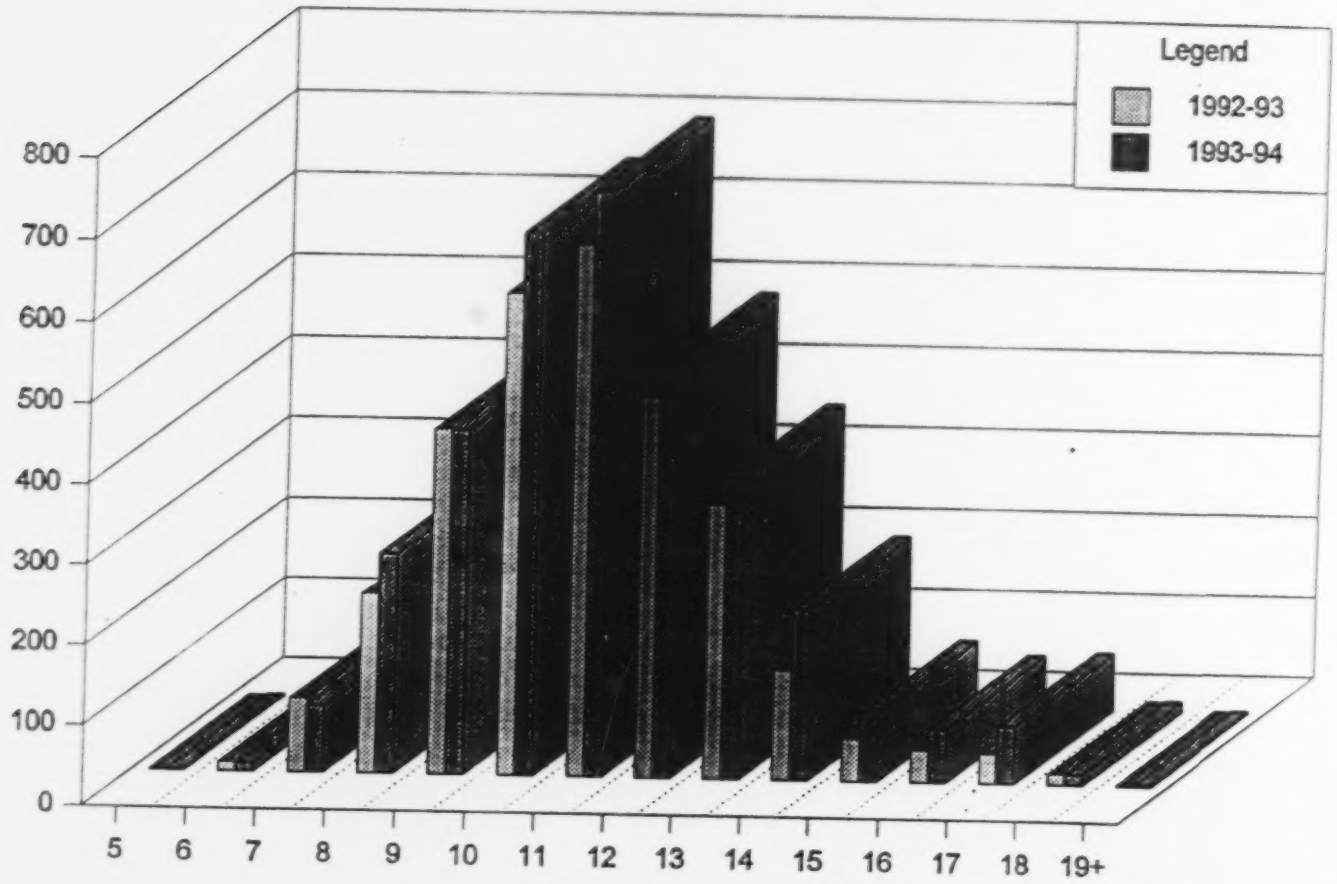
- A state guide for gifted education, *Best Practices Manual for Idaho Gifted/Talented Programs*, was written and disseminated.
- 13 Regional planning meetings were conducted (all districts were invited, 68 districts were represented).
- 25 Curriculum workshops were attended by over a 1000 teachers and administrators representing 88 districts.
- 31 Districts were provided on-site technical assistance.
- A secondary school pilot program for small rural schools with limited resources was implemented. Research on the pilot project is currently being conducted.
- A loaning library was developed that includes curriculum development resources, professional training materials, and parent guidance references.

SCHOOL DISTRICT PROGRAMS AND SERVICES

Gifted/Talented Education

- 58 districts filed program plans with the State Department of Education indicating how they plan to come into full compliance with the Gifted/Talented Mandate over the next 5 years.
- 77 districts reported having one or more facilitators assigned to provide services to gifted and talented students.
- The loaning library has had a steady flow of resource materials going out to districts since the publication of available materials.

Gifted Talented by Age



Special Education Students Served

Special education services ar provided to students who meet established eligibility criteria for one or more of thirteen different categories of disabilities. The largest percentage of Idaho students served in the 1993-94 school year were identified as having a specific learning disability. These students comprised 46 percent of all students in special education, and would be considered to have relatively mild disabilities. The second largest percentage of students served are those with speech or language impairments. For a complete breakdown of students served in each eligibility category, please refer to the chart on page 5.

Special Instructional Programs and Services

Federal law and Idaho State Board of Education policy require that exceptional children be educated in learning environments which do not unnecessarily separate them from non-disabled children and which meet their individual learning needs. Educational settings may include regular education classrooms with supplementary assistance, part-time special education classrooms, or full-day special education classrooms. Placement and selection of an appropriate setting are determined by local child study team (CST) to best accommodate each student's needs. Participants on the child study team include school personnel, parents, the child (when deemed appropriate), and other agency representatives when collaborative service planning is indicated. The pie chart on page 6 demonstrates the percentage of students receiving services in the various settings.

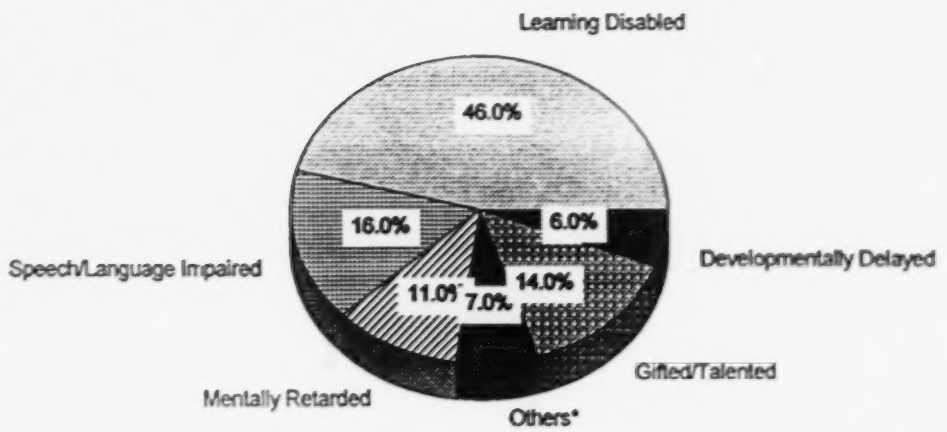
The Individuals with Disabilities Education Act (P.L. 101-476) requires that related services be provided to eligible handicapped children. The term "related services" is defined as follows:

> transportation and such developmental, corrective, and other supportive services as are required to assist a handicapped child to benefit from special education, and includes speech pathology and audiology, psychological services, physical and occupational therapy, recreation, early identification and assessment of disabilities in children, counseling services, and medical services for diagnostic or evaluation purposes. The term also includes school health services, social work services in schools, and parent counseling and training. 34 CFR 300.13 (a)

In the 1993-94 school year, districts provided an assortment of related services to handicapped children. The highest demand was for speech/language therapy services, followed by psychological and social work services and physical/occupational therapy.

Special Education Students Served

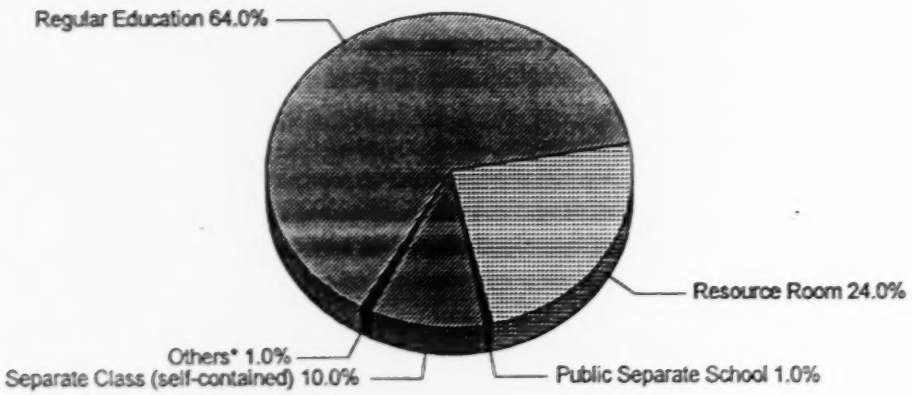
by Eligibility Category 1993-94 Schl Yr



* (Under 2%)
Seriously Emotionally Disabled, Health Impaired, Orthopedically Impaired, Deaf, Hearing Impaired, Visually Impaired, Deaf/Blind, Autism, Multiple Disabilities, Traumatic Brain Injury

Free Appropriate Public Education

1993 - 1994 School Year



* Private Schools Placed by Parents, Private Separate School, Public Residential, Private Residential, Homebound/Hospital, Correctional Facility

SPECIAL EDUCATION FUNDING

State Funds

Special education services provided by Idaho school districts are primarily state funded. Four provisions of state funding generated support for special education programs in the 1993-94 school year; these specific provisions were revised by passage of S.B. 1560 during the 1994 Legislative Session. The revised provisions are being implemented in the 1994-95 school year, as follows:

1) the reimbursement rate for salaries of pre-approved ancillary personnel is specified in *Idaho Code* Section 33-2005A at a level of 80 percent of placement on each district's regular teacher salary schedule;

2) exceptional child support units are computed with a divisor of 14.5 ADA per unit, providing the same amount of support unit funding as regular education units generate, but requiring fewer children;

3) costs of pre-approved contracted programs which agencies (rather than school districts) provide are reimbursed to sending districts (*Idaho Code*, Section 33-1002 [7d]); and

4) districts which provide special education for non-resident exceptional children may claim tuition-equivalency allowances (*Idaho Code*, Section 33-1002 [7h]).

State funds disbursed to Idaho districts during 1993-94 for special education totalled $70,045,693. This total comprised $35,923,602 for ancillary personnel reimbursements and the state's portion of exceptional child support unit funding of $33,202,939. It is important to note that each school district's board of trustees has the responsibility for setting budget and expenditure levels for special education programs. These levels may be higher or lower than the funds disbursed through the formula. For a report of state funds disbursed and expended by each school district, please refer to the spread sheet beginning on page 9.

Federal Funds

The Individuals with Disabilities Act (P.L. 101-476, IDEA) provides for a free, appropriate public education for all school-age children with disabilities. Federal funds authorized under this Act are granted annually to all states, based on the number of children with disabilities served in the preceding year. These Title VI-B federal funds are used to supplement, not supplant, existing state funding used to provide required district special education services.

No less than 75 percent of the total federal grant the state receives must flow through to school districts. The amount of Title VI-B federal "flow-through" funding awarded to Idaho for school-age activities in 1993-94 was $7,677,525. This total represented approximately 80 percent of Idaho's school-age federal funds for students with disabilities. Approximately 7 percent of the total was used to respond to additional, one-time funding requests from districts.

Only 5 percent of the grant award may be used to support administrative costs. In Idaho, this administrative percentage funds Special Education Section personnel and activities which support the section's goals. The remaining discretionary 13 percent of the federal grant was allocated to statewide training and support to school districts.

A separate federal grant was awarded to Idaho for preschool special education activities, which provided an additional $1,811,325 of "flow-through" and discretionary funds for districts.

AREAS OF UNMET NEED

Services for Children with Serious Emotional Disturbances (SED)

Solving the problem of identifying and educating children and youth with behavioral and emotional problems continues to be a critical area of unmet need for Idaho's public schools. This is the most prominent area in which school districts have expressed a need for state-level guidance and resources to enable field personnel to provide consistent, effective interventions. Resources and trained staff are in short supply in many communities, creating a situation in which students' needs are allowed to escalate to a crisis point before help becomes available.

Realistically, individual schools do not have the capacity to address this area alone. Meaningful solutions must be the shared responsibility of parents, educators, mental health personnel, and local and state child service agencies. To confront this challenge, strategies must be identified, developed, and put into practice to bring about long-term systemic change, as opposed to short-term project development-- "tinkering" at the margins of the service delivery system. It is recommended that the Idaho Legislature support and encourage the:

1) analysis of the current funding and resources available through the various state agencies to support children with serious emotional disturbances;

2) development of a pool of flexible dollars which will be available for local service agencies to respond to the needs of individual children and families;

3) implementation of a joint funding mechanism and coordinated agendas between the Department of Education and the Department of Health & Welfare for school-based mental health services;

4) maximizing of Medicaid dollars to provide local in-home and school-based mental health services, family consultation, day treatment, and case management;

5) establishment of mental health service options in all Idaho communities.

State Special Education Funds – 1993-94 School Year

	District Name and Number	State Ancillary Personnel Disbursements	State Exceptional Child Unit Disbursements	Total State Disbursements	State and Local Expenditures (General M&O)
1	BOISE	$4,575,618	$3,079,439	$7,655,057	$9,008,693
2	MERIDIAN	$2,051,588	$2,674,894	$4,726,482	$3,443,859
3	KUNA	$287,110	$352,531	$639,640	$465,985
11	MEADOWS VALLEY	$43,895	$22,546	$66,441	$60,260
13	COUNCIL	$65,104	$35,125	$100,229	$100,290
21	MARSH VALLEY	$267,743	$269,570	$537,313	$413,199
25	POCATELLO	$2,094,559	$2,204,781	$4,299,340	$3,395,351
33	BEAR LAKE	$231,899	$287,378	$519,277	$413,531
41	ST MARIES	$355,878	$196,254	$552,132	$496,973
44	WORLEY/PLUMMER	$50,205	$62,584	$112,789	$160,471
52	SNAKE RIVER	$302,048	$412,235	$714,283	$506,865
55	BLACKFOOT	$675,507	$733,458	$1,408,965	$1,219,862
58	ABERDEEN	$141,419	$141,947	$283,366	$186,385
59	FIRTH	$133,115	$178,466	$311,582	$219,539
60	SHELLEY	$306,071	$401,018	$707,089	$554,265
61	BLAINE	$431,142	$0	$431,142	$961,599
71	GARDEN VALLEY	$28,591	$21,375	$49,966	$55,220
72	BASIN	$41,538	$27,941	$69,479	$71,456
73	HORSESHOE BEND	$30,339	$26,513	$56,852	$56,726
82	BONNER	$918,415	$658,008	$1,576,424	$1,462,039
91	IDAHO FALLS	$2,128,023	$1,669,852	$3,797,875	$3,398,451
92	SWAN VALLEY	$12,623	$12,097	$24,720	$19,133
93	BONNEVILLE	$1,239,439	$1,210,704	$2,450,143	$2,165,969
101	BOUNDARY	$270,714	$235,615	$506,328	$445,765
111	BUTTE	$124,508	$131,030	$255,538	$183,789
121	CAMAS	$21,534	$25,237	$46,771	$34,404
131	NAMPA	$1,424,690	$1,240,261	$2,664,951	$2,368,793
132	CALDWELL	$711,679	$872,577	$1,584,256	$994,105
133	WILDER Co-op	$33,632	$46,431	$80,063	$101,540
134	MIDDLETON	$235,219	$319,594	$554,813	$475,443
135	NOTUS Co-op	$24,272	$29,015	$53,287	$44,925
136	MELBA	$80,665	$104,674	$185,339	$110,104
137	PARMA Co-op	$64,922	$148,873	$213,795	$200,259
139	VALLIVUE	$404,047	$408,216	$812,263	$901,730
148	GRACE	$91,647	$105,778	$197,425	$132,751
149	NORTH GEM	$20,143	$15,746	$35,889	$34,852
150	SODA SPRINGS	$176,711	$137,570	$314,281	$263,567
151	CASSIA	$648,051	$877,258	$1,525,309	$1,055,005
161	CLARK	$25,200	$33,253	$58,453	$34,465
171	OROFINO	$304,152	$253,096	$557,248	$598,760
181	CHALLIS	$80,476	$33,204	$113,680	$116,962
182	MACKAY	$68,551	$41,244	$109,795	$96,216
192	GLENNS FERRY	$81,021	$110,673	$191,694	$141,693
193	MOUNTAIN HOME	$611,414	$628,098	$1,239,512	$932,746
201	PRESTON	$297,059	$376,166	$673,225	$464,361
202	WEST SIDE	$56,520	$110,311	$166,831	$89,665

State Special Education Funds – 1993–94 School Year

District Name and Number		State Ancillary Personnel Disbursements	State Exceptional Child Unit Disbursements	Total State Disbursements	State and Local Expenditures (General M&O)
215	FREEMONT	$583,187	$483,153	$1,066,340	$795,468
221	GEM	$302,517	$420,139	$722,656	$544,628
231	GOODING	$152,375	$209,801	$362,176	$267,730
232	WENDELL	$129,849	$166,761	$296,610	$207,105
233	HAGERMAN	$26,400	$35,462	$61,862	$37,439
234	BLISS	$16,240	$27,140	$43,380	$46,141
241	GRANGEVILLE	$305,240	$283,443	$588,683	$577,632
242	COTTONWOOD	$66,576	$75,179	$141,755	$115,876
251	JEFFERSON	$538,208	$662,041	$1,200,249	$845,938
252	RIRIE	$110,484	$119,319	$229,803	$146,981
253	W. JEFFERSON	$101,659	$123,247	$224,906	$158,412
261	JEROME	$438,897	$472,901	$911,798	$611,425
262	VALLEY	$60,807	$94,833	$155,640	$105,737
271	COEUR D'ALENE	$1,209,422	$922,426	$2,131,848	$1,884,505
272	LAKELAND	$414,359	$426,534	$840,892	$589,193
273	POST FALLS	$586,667	$538,008	$1,124,675	$931,321
274	KOOTENAI	$44,320	$18,325	$62,645	$92,713
281	MOSCOW Co–op	$642,474	$363,535	$1,006,009	$1,045,557
282	GENESEE	$39,142	$21,258	$60,400	$90,259
283	KENDRICK	$49,958	$34,497	$84,455	$75,778
285	POTLATCH	$139,648	$86,072	$225,719	$255,835
286	WHITEPINE	$131,501	$50,964	$182,466	$292,955
291	SALMON	$190,341	$162,210	$352,551	$281,647
292	SOUTH LEMHI	$22,555	$26,941	$49,496	$32,780
302	NEZ PERCE	$72,588	$26,375	$98,963	$125,606
304	KAMIAH	$107,606	$60,450	$168,056	$181,841
305	HIGHLAND	$39,138	$22,641	$61,778	$79,883
312	SHOSHONE	$43,299	$40,011	$83,310	$85,758
314	DIETRICH	$19,124	$29,137	$48,261	$29,774
316	RICHFIELD	$25,235	$28,587	$53,822	$58,224
321	MADISON	$525,440	$655,202	$1,180,641	$826,784
322	SUGAR–SALEM	$190,048	$264,646	$454,693	$287,771
331	MINIDOKA	$844,090	$849,941	$1,694,031	$1,315,544
340	LEWISTON	$949,773	$483,164	$1,432,937	$1,967,801
341	LAPWAI	$128,274	$49,755	$178,029	$185,857
342	CULDESAC	$26,150	$18,133	$44,283	$58,597
343	TAMMANY	$27,284	$46,492	$73,776	$50,744
351	ONEIDA	$123,525	$156,696	$280,221	$187,722
363	MARSING Co–op	$36,812	$118,844	$155,656	$122,027
365	BRUNEAU GRD–VIE	$63,373	$75,099	$138,472	$107,828
370	HOMEDALE Co–op	$366,994	$191,572	$558,566	$331,991
371	PAYETTE	$323,986	$309,985	$633,971	$450,269
372	NEW PLYMOUTH	$115,474	$161,133	$276,607	$215,298
373	FRUITLAND	$120,245	$179,562	$299,807	$236,747
381	AMERICAN FALLS	$328,930	$158,092	$487,023	$522,034
382	ROCKLAND	$35,432	$37,572	$73,004	$63,891

State Special Education Funds – 1993–94 School Year

District Name and Number		State Ancillary Personnel Disbursements	State Exceptiona Child Unit Disbursements	Total State Disbursements	State and Local Expenditures (General M&O)
391	KELLOGG	$289,238	$236,335	$525,573	$539,918
392	MULLAN	$48,255	$35,424	$83,679	$106,540
393	WALLACE	$238,272	$111,177	$349,449	$382,670
401	TETON	$127,156	$150,683	$277,839	$187,668
411	TWIN FALLS	$984,002	$1,032,785	$2,016,787	$1,474,375
412	BUHL	$246,533	$253,597	$500,130	$386,681
413	FILER	$143,407	$180,094	$323,501	$177,689
414	KIMBERLY	$127,766	$219,951	$347,718	$176,890
415	HANSEN	$31,820	$57,306	$89,126	$65,343
417	CASTLEFORD	$27,200	$26,849	$54,049	$66,268
418	MURTAUGH	$33,608	$26,919	$60,527	$42,976
421	MCCALL–DONNELL	$196,251	$71,244	$267,495	$379,935
422	CASCADE	$56,750	$21,438	$78,188	$113,663
431	WEISER	$243,590	$260,171	$503,761	$358,289
432	CAMBRIDGE	$26,447	$24,084	$50,531	$63,279
433	MIDVALE	$18,969	$13,849	$32,818	$32,232
		$35,923,602	$33,471,822	$69,395,424	$78,518,267

Federal Special Education Funds – 1993–94 School Year

District Name and Number		Total District Enrollment	Total Exceptional Students Served	Percent of Students Served as Exceptional	School Age Title VI–B Flow–Through Federal Funds	Preschool Title VI–B Flow–Through Federal Funds	Total Title VI–B Flow–Through Federal Funds
1	BOISE	26099	2516	9.64%	$813,875	$126,600	$940,475
2	MERIDIAN	16889	1318	7.80%	$417,100	$43,750	$460,850
3	KUNA	2247	225	10.01%	$86,875	$22,450	$109,325
11	MEADOWS VALLEY	256	36	14.06%	$8,950	$4,450	$13,400
13	COUNCIL	387	40	10.34%	$15,775	$1,925	$17,700
21	MARSH VALLEY	1719	194	11.29%	$62,100	$18,525	$80,625
25	POCATELLO	14014	1594	11.37%	$535,025	$94,550	$629,575
33	BEAR LAKE	1791	154	8.60%	$52,475	$14,875	$67,350
41	ST MARIES	1320	161	12.20%	$51,150	$8,950	$60,100
44	WORLEY/PLUMMER	526	67	12.74%	$21,625	$7,925	$29,550
52	SNAKE RIVER	2560	223	8.71%	$73,750	$11,450	$85,200
55	BLACKFOOT	4663	379	8.13%	$132,825	$30,500	$163,325
58	ABERDEEN	1000	89	8.90%	$32,150	$11,775	$43,925
59	FIRTH	1129	99	8.77%	$34,925	$8,800	$43,725
60	SHELLEY	2399	211	8.80%	$75,375	$25,850	$101,225
61	BLAINE	2673	237	8.87%	$89,625	$13,225	$102,850
71	GARDEN VALLEY	296	30	10.14%	$8,725	$650	$9,375
72	BASIN	295	36	12.20%	$11,700	$3,800	$15,500
73	HORSESHOE BEND	306	29	9.48%	$11,125	$675	$11,800
82	BONNER	5932	465	7.84%	$172,075	$23,525	$195,600
91	IDAHO FALLS	11279	1025	9.09%	$324,900	$68,650	$393,550
92	SWAN VALLEY	97	10	10.31%	$2,075	$625	$2,700
93	BONNEVILLE	7680	710	9.24%	$235,475	$45,875	$281,350
101	BOUNDARY	1780	148	8.31%	$59,475	$11,925	$71,400
111	BUTTE	732	91	12.43%	$35,550	$9,275	$44,825
121	CAMAS	186	22	11.83%	$7,450	$0	$7,450
131	NAMPA	8326	918	11.03%	$305,475	$51,600	$357,075
132	CALDWELL	4816	437	9.07%	$134,075	$46,975	$181,050
133	WILDER Co–op	497	43	8.65%	$12,650	$3,675	$16,325
134	MIDDLETON	1912	216	11.30%	$76,850	$24,425	$101,275
135	NOTUS Co–op	333	39	11.71%	$10,875	$3,025	$13,900
136	MELBA	674	67	9.94%	$24,000	$6,225	$30,225
137	PARMA Co–op	963	110	11.42%	$27,150	$3,800	$30,950
139	VALLIVUE	2897	463	15.98%	$133,575	$23,925	$157,500
148	GRACE	682	53	7.77%	$23,425	$2,425	$25,850
149	NORTH GEM	229	18	7.86%	$6,225	$2,400	$8,625
150	SODA SPRINGS	1358	118	8.69%	$34,975	$11,325	$46,300
151	CASSIA	5512	575	10.43%	$228,375	$50,700	$279,075
161	CLARK	241	24	9.96%	$7,750	$4,425	$12,175
171	OROFINO	1753	143	8.16%	$54,300	$13,100	$67,400
181	CHALLIS	592	62	10.47%	$26,075	$5,000	$31,075
182	MACKAY	330	48	14.55%	$16,450	$8,675	$25,125
192	GLENNS FERRY	667	97	14.54%	$30,175	$5,125	$35,300
193	MOUNTAIN HOME	4114	382	9.29%	$129,975	$21,525	$151,500
201	PRESTON	2305	150	6.51%	$61,200	$14,350	$75,550
202	WEST SIDE	629	70	11.13%	$21,500	$3,850	$25,350

Federal Special Education Funds – 1993–94 School Year

District Name and Number		Total District Enrollment	Total Exceptional Students Served	Percent of Students Served as Exceptional	School Age Title VI–B Flow–Through Federal Funds	Preschool Title VI–B Flow–Through Federal Funds	Total Title VI–B Flow–Through Federal Funds
215	FREEMONT	2721	347	12.75%	$114,325	$33,525	$147,850
221	GEM	2709	252	9.30%	$105,575	$23,625	$129,200
231	GOODING	1146	113	9.86%	$35,525	$12,475	$48,000
232	WENDELL	1020	95	9.31%	$32,200	$7,975	$40,175
233	HAGERMAN	393	34	8.65%	$12,875	$1,275	$14,150
234	BLISS	205	27	13.17%	$9,425	$675	$10,100
241	GRANGEVILLE	2092	187	8.94%	$65,125	$13,650	$78,775
242	COTTONWOOD	517	50	9.67%	$15,125	$3,775	$18,900
251	JEFFERSON	4173	247	5.92%	$92,275	$18,650	$110,925
252	RIRIE	754	68	9.02%	$23,525	$6,850	$30,375
253	W. JEFFERSON	762	65	8.53%	$31,575	$8,150	$39,725
261	JEROME	3022	242	8.01%	$94,525	$25,700	$120,225
262	VALLEY	676	34	5.03%	$13,650	$2,525	$16,175
271	COEUR D'ALENE	8055	566	7.03%	$195,300	$25,025	$220,325
272	LAKELAND	3088	280	9.07%	$91,100	$12,300	$103,400
273	POST FALLS	3596	299	8.31%	$105,275	$12,425	$117,700
274	KOOTENAI	294	35	11.90%	$10,450	$3,025	$13,475
281	MOSCOW Co–op	2736	228	8.33%	$78,675	$13,275	$91,950
282	GENESEE	310	16	5.16%	$7,025	$625	$7,650
283	KENDRICK	371	49	13.21%	$14,550	$3,100	$17,650
285	POTLATCH	626	83	13.26%	$27,000	$6,725	$33,725
286	WHITEPINE	679	94	13.84%	$29,900	$625	$30,525
291	SALMON	1249	149	11.93%	$52,775	$10,000	$62,775
292	SOUTH LEMHI	161	13	8.07%	$4,950	$600	$5,550
302	NEZ PERCE	196	26	13.27%	$8,750	$1,925	$10,675
304	KAMIAH	672	72	10.71%	$24,675	$8,750	$33,425
305	HIGHLAND	334	38	11.38%	$12,750	$4,950	$17,700
312	SHOSHONE	426	48	11.27%	$18,200	$2,025	$20,225
314	DIETRICH	212	28	13.21%	$14,500	$5,625	$20,125
316	RICHFIELD	230	37	16.09%	$13,525	$5,525	$19,050
321	MADISON	4328	376	8.69%	$127,350	$23,675	$151,025
322	SUGAR–SALEM	1616	129	7.98%	$51,225	$9,950	$61,175
331	MINIDOKA	5392	436	8.09%	$186,050	$21,225	$207,275
340	LEWISTON	4840	400	8.26%	$150,675	$16,825	$167,500
341	LAPWAI	542	74	13.65%	$28,025	$1,975	$30,000
342	CULDESAC	200	25	12.50%	$8,375	$2,400	$10,775
343	TAMMANY	351	23	6.55%	$7,850	$625	$8,475
351	ONEIDA	996	94	9.44%	$30,800	$7,475	$38,275
363	MARSING Co–op	689	71	10.30%	$19,650	$5,475	$25,125
365	BRUNEAU GRD–VIE	645	62	9.61%	$22,150	$3,725	$25,875
370	HOMEDALE Co–op	1172	115	9.81%	$30,900	$9,850	$40,750
371	PAYETTE	1849	181	9.79%	$59,025	$14,825	$73,850
372	NEW PLYMOUTH	924	96	10.39%	$26,625	$2,450	$29,075
373	FRUITLAND	1254	103	8.21%	$36,200	$75	$36,275
381	AMERICAN FALLS	1672	206	12.32%	$74,925	$11,350	$86,275
382	ROCKLAND	192	21	10.94%	$8,350	$3,650	$12,000

Federal Special Education Funds – 1993–94 School Year

District Name and Number		Total District Enrollment	Total Exceptiona Students Served	Percent of Students Served as Exceptional	School Age Title VI–B Flow–Through Federal Funds	Preschool Title VI–B Flow–Through Federal Funds	Total Title VI–B Flow–Through Federal Funds
391	KELLOGG	1667	185	11.10%	$60,500	$6,950	$67,450
392	MULLAN	211	26	12.32%	$9,250	$625	$9,875
393	WALLACE	825	110	13.33%	$39,875	$6,175	$46,050
401	TETON	1026	95	9.26%	$31,375	$8,175	$39,550
411	TWIN FALLS	7120	702	9.86%	$245,850	$55,575	$301,425
412	BUHL	1625	163	10.03%	$62,375	$15,425	$77,800
413	FILER	1194	117	9.80%	$39,925	$8,100	$48,025
414	KIMBERLY	1101	172	15.62%	$65,000	$29,150	$94,150
415	HANSEN	393	54	13.74%	$17,750	$11,975	$29,725
417	CASTLEFORD	315	42	13.33%	$19,525	$3,750	$23,275
418	MURTAUGH	326	26	7.98%	$8,000	$1,875	$9,875
421	MCCALL–DONNELLY	1226	122	9.95%	$44,975	$11,125	$56,100
422	CASCADE	394	55	13.96%	$17,100	$9,900	$27,000
431	WEISER	1669	119	7.13%	$40,625	$7,525	$48,150
432	CAMBRIDGE	288	38	13.19%	$11,375	$4,450	$15,825
433	MIDVALE	100	10	10.00%	$3,500	$1,250	$4,750
		236652	22412	9.47%	$7,677,525	$1,510,100	$9,187,625

Federal law prohibits discrimination on the basis of race, color, religion, sex, national origin, age, or disability in any educational programs or activities receiving federal financial assistance. (Title VI and VII of the Civil Rights Act of 1964; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990.)

It is the policy of the Idaho State Department of Education not to discriminate in any educational programs or activities or in employment practices.

Inquiries regarding compliance with this nondiscriminatory policy may be directed to Dr. Anne C. Fox, State Superintendent of Public Instruction, P.O. Box 83720, Boise, Idaho 83720-0027, (208) 334-3300, or to the Director, Office of Civil Rights, Department of Education, Washington, D.C.